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ABSTRACT

The Texas Assessment of Basic Skills (TABS) is described. Specifications are listed for TABS objectives in mathematics reading, and writing for grades 3, 5 and exit level (grades 6-12). It is intended that sections of the publication will be distributed to curriculum planners and appropriate teachers to assist in their determination of whether students are being taught the material on which they will be tested. The sections are divided according to grade level and subject. Each objective lists a specific skill to be attained, and the content domains. (GK)

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TEXAS ASSESSMENT OF BASIC SKILLS

Objective Specifications for Mathematics, Reading, and Writing

GRADE 3, GRADE 5, AND EXIT LEVEL

TM 800640

Texas Education Agency
Division of Curriculum Development
Austin, Texas
1980

TEXAS ASSESSMENT OF BASIC SKILLS

OBJECTIVE SPECIFICATIONS
FOR MATHEMATICS,
READING, AND WRITING

GRADE 3, GRADE 5
AND EXIT LEVEL

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INTRODUCTION

This publication gives information about the Texas Assessment of Basic Skills (TABS). It lists specifications for TABS objectives in mathematics, reading, and writing for Grade 3, Grade 5, and exit level.

Superintendents are encouraged to duplicate sections of the publication for distribution to curriculum planners and appropriate teachers. That is, the Grade 3 section should be duplicated and distributed to all who teach mathematics, reading, and writing in Grades 1, 2, and 3; the Grade 5 section should be duplicated and distributed to all who teach mathematics, reading, and writing in Grades 4 and 5. The exit level section should be duplicated and distributed to appropriate teachers in Grades 6-12. The pages devoted to mathematics should be distributed to mathematics teachers, pages on reading to both reading and English teachers, and pages on writing to English teachers. In addition, the exit level material may be made available to appropriate teachers in other content areas. These could include teachers of science, social studies, and business education.

The publication will help teachers and curriculum planners determine if students are being taught what they ultimately will be tested on. For example, looking at the exit level objectives will indicate what students in Grades 6-12 should be learning.

GRADE 3

- Mathematics
- Reading
- Writing

GRADE 3

MATHEMATICS

Objective Specifications

OBJECTIVE

Read and write four-digit whole numbers (word or numerical form).

Skill

Know the name of each place holder.
Understand the value of each place.
Know how to read single-digit numbers.

Content Domain (Limits)

1. Given the word form of a number up to four digits, the student will select the numerical form.

2. Given the numerical form of a number up to four digits, the student will select the word form.

3. Use an equal balance of the two types (1) and (2).

4. No multiple zeros should be used.

OBJECTIVE

Arrange a group of three whole numbers from the greatest to least and least to greatest (up to three digits).

Skill

Use knowledge of counting and ordering.
Use knowledge of place value.

Content Domain (Limits)

1. Numbers should not contain identical digits.

2. No more than one zero should be contained in the number.

3. Use an equal balance of the two types (1) and (2).

4. No multiple zeros should be used.

OBJECTIVE

Find the sum of one-, two-, or three-digit numbers, with two or three addends, with or without regrouping.

Skill

Use basic facts in counting (forward and backward).
Use grouping (by 2's, 3's, 4's, 5's, 10's).
Use knowledge of place value to regroup.
Use number line relationships.
Understand joining and separating concrete materials.
Be familiar with families of facts.
Know and use addition algorithm.

Content Domain (Limits)

1. The quantity of digits in the numbers may vary.

2. Numbers should be limited to three digits.

3. No item should contain three addends with three digits each.

4. There should be an equal number of items with regrouping and without regrouping.

5. There should be no multiple regrouping.

6. When the number of digits in the addend varies, the addends must appear in descending order.

OBJECTIVE

Subtract numbers having as many as three digits, with or without regrouping.

Skill

Understand joining and separating sets of concrete materials.
Use knowledge of place value to regroup.
Use basic facts in counting and ordering.
Use number line relationships.
Be familiar with families of facts.
Know and use subtraction algorithm.

Content Domain (Limits)

1. The number of digits must vary in at least one item.

2. One zero must occur in the one's or the ten's place in the minuend of one item only.

3. One zero must occur in the one's or the ten's place in the subtrahend in one item only.

4. Specifications (2) and (3) must not occur in the same item.

OBJECTIVE

Solve word problems involving addition or subtraction of whole numbers.

Skill

Use mathematics vocabulary.
Read for understanding.
Decide whether there is enough information.
Find the question.
Select the operation.
Use models.
Apply addition and subtraction skills.
Set up a way to solve the problem using problem-solving skills.

Content Domain (Limits)

1. All items must use only one operation.

2. No extraneous data should be included.

3. All numbers should have fewer than three digits.

4. One problem must deal with money.

OBJECTIVE

Complete a number pattern involving multiples of two, three, four, five, and ten.

Skill

Use counting by 2's, 3's, 4's, 5's, and 10's.

Content Domain (Limits)

1. Patterns should begin with a multiple of the number requested for counting.

2. Patterns should consist of three consecutive givens and request the next three numbers in the pattern.

3. All numbers must be less than or equal to 100.

4. All numbers must be shown in ascending order.

OBJECTIVE

Find the product of two one-digit numbers with one factor less than six.

Skill

Use knowledge of counting and ordering (forward and backward).
Use grouping (by 2's, 3's, 4's, 5's, 10's).
Use knowledge of place value.

Use number line relationships.
Understand joining and separating groups of concrete materials.
Be familiar with families of facts.
Know and use multiplication algorithm.

Content Domain (Limits)

1. One factor must be less than six in all items.
2. Zero must be used as a factor in one item.
3. One must be used as a factor in one item.
4. Horizontal and vertical formats should be used.

OBJECTIVE

Use pictorial models to identify halves, thirds, or fourths.

Skill

Identify part and whole using concrete objects.
Interpret symbols.

Content Domain (Limits)

1. Fractional parts should be clearly illustrated.
2. Responses should be restricted to numerical form.
3. No optical illusions should be included (e.g., no item can divide a hexagon into three parts).

OBJECTIVE

State the value (up to $5.00) of a given set of coins and bills.

Skill

Identify coins and dollar bill (both sides) by name.
Count money.
Record value of coins and dollar bill in cents and in decimal notation.

Content Domain (Limits)

1. Distractors should use decimal notation.
2. Use pictures, rather than drawings, of coins and bills.
3. No more than five coins may be displayed in any one item.

OBJECTIVE

Select the unit of measurement needed to determine weight/mass, liquid volume, length, and time.

Skill

Understand concept of weight, length, time.
Estimate weights, lengths, time.
Compare weights, lengths, time.
Identify units (standard vocabulary).
Choose appropriate units of measurement.

Content Domain (Limits)

1. Both metric and customary units should be used.

2. Do not mix metric and customary in the same item.

3. Some picture stimuli should be used.

4. Units are limited to:

Metric		Customary		
meters (kilo and centi)	inches	pint	ounces	minutes
liters	feet	quart	pounds	hours
grams (kilo)	yards	gallon		days
	mile			month
				year

GRADE 3

READING

Objective Specifications

OBJECTIVE

Identify the main idea.

Skill

After reading a passage, the student will determine the main idea.

Content Domain (Limits)

1. The main idea shall be chosen from selections of varying length.
2. The main idea must be stated directly in the passage.

OBJECTIVE

Comprehend accurately the details in a reading selection.

Skill

After reading a passage, the student will identify specific facts and details stated in the selection.

Content Domain (Limits)

1. The details to be tested shall be stated explicitly within the selection. Recall of insignificant facts shall not be included in the items.
2. Inferences, outcomes, and conclusions will not be measured.

OBJECTIVE

Arrange a list of events in sequential order.

Skill

After reading a selection, the student will determine the sequence of events in the selection.

Content Domain (Limits)

All selections must include no more than three sequential events.

OBJECTIVE

Follow a set of written directions.

Skill

Given a set of directions, the student will select from several figures or responses the one that results from following that set of directions.

Content Domain (Limits)

The directions will not exceed three steps.

OBJECTIVE

Use context clues.

Skill

After reading a sentence that supplies clues to the meaning of an unfamiliar or multiple meaning word, the student will identify the word's meaning.

Content Domain (Limits)

Homonyms will not be measured.

OBJECTIVE

Recognize words by sight.

Skill

After reading a sentence with an underlined word, the student will select the best definition of the underlined word.

Content Domain (Limits)

The words will be selected from the IOX Basic Skills Wordlist Third Grade Cumulative.

OBJECTIVE

Recognize words through phonic analysis.

Skill

The student will be able to identify the phonetic equivalent to a nonsense word.

Content Domain (Limits)

The student will be presented with a nonsense word designed to illustrate an alternate phonetic spelling of a real word, then asked to select from four real words the one word that is the phonetic equivalent to the nonsense word.

OBJECTIVE

Use word structure to identify words.

Skill

After reading a sentence with an underlined word containing an affix, the student will select the best definition of the underlined word.

Content Domain (Limits)

Stems must be written with simple roots.

GRADE 3

WRITING

Objective Specifications

OBJECTIVE

Demonstrate the correct spelling of commonly used words.

Skill

The student will select the correct spelling of a word within the context of a sentence.

Content Domain (Limits)

Spelling words that exhibit regular sound/symbol correspondences shall be selected from the most commonly used words on standard word lists, e.g., Dolch Basic Sight Vocabulary list.

OBJECTIVE

Use legible handwriting for effective communication.

Skill

The student will use legible handwriting.

Content Domain (Limits)

1. The prime concern is ease of reading.

2. Specific criteria involved in handwriting instruction (i.e., slant, uniformity, or consistency of letter formation) shall not be considered unless they interfere with the ease of reading.

3. Either cursive or manuscript handwriting is acceptable.

OBJECTIVE

Demonstrate a knowledge of standard punctuation.

Skill

The student will select correct punctuation within the context of a sentence.

Content Domain (Limits)

1. Sentences will be written at a level appropriate to the interests and experiences of third grade students.

2. Only the following types of punctuation will be included:

   - period at the end of a sentence
   - question mark at the end of a sentence
   - comma between day and year

OBJECTIVE

Demonstrate knowledge of standard uses of capitalization.

Skill

The student will select words capitalized correctly within the context of a sentence.

Content Domain (Limits)

1. Sentences will be written at a level appropriate to the interests and experiences of third grade students.

2. Only the following types of capitalization will be included:

   - first word in a sentence
   - pronoun "I"
   - names of persons

OBJECTIVE

Demonstrate knowledge of correct English usage.

Skill

The student will select a sentence or portion of a written passage that employs the most acceptable form of standard usage.

Content Domain (Limits)

1. Sentences will be written at a level appropriate to the interests and experiences of third grade students.

2. Only the following areas of word usage will be included:

   - correct subject-verb agreement among items containing neither compound elements nor phrases placed between the subject and its verb

   - correct form for all regular and common irregular verbs

OBJECTIVE

Demonstrate the ability to control sentence structure.

Skill

The student will identify a complete sentence.

Content Domain (Limits)

1. Statements will be written at a level appropriate to the interests and experiences of third grade students.

2. The students will select the complete sentence from among four statements in which the other three are not complete sentences. The correct response will have subject-verb-object order. Incorrect responses will consist of brief phrases or word groups.

OBJECTIVE

Organize ideas in writing.

Skill

The student will present events, ideas, or other information in a manner that is directly related to the requirements of the writing task presented in the stimulus.

Content Domain (Limits)

The nature of the writing stimulus will be appropriate to the interests and experiences of third grade students. The stimulus will clearly imply the purpose for the writing and provide sufficient visual/verbal cues to focus the student's attention to the demands of the text.

OBJECTIVE

Respond appropriately to the topic specified in the stimulus.

Skill

The student will write a response that addresses the writing task as defined in the stimulus.

Content Domain (Limits)

The nature of the writing stimulus will be appropriate to the interests and experiences of third grade students. The stimulus will clearly imply the purpose for the writing and provide sufficient visual/verbal cues to focus the student's attention to the demands of the task.

GRADE 5

- Mathematics
- Reading
- Writing

GRADE 5

MATHEMATICS

Objective Specifications

OBJECTIVE

Identify by name geometric terms and figures.

Skill

Use geometric vocabulary.
Identify geometric figures.

Content Domain (Limits)

1. Figures include:
   a. linear constructions
   b. polygons and their subsets
   c. three-dimensional figures composed of planes and curved surfaces
2. Geometry figures should be of similar types.
3. It is permissible to include the non-designated figure (from a, b, or c) as one or more of the distractors.

OBJECTIVE

Demonstrate the ability to interpret place value.

Skill

Know the name of each place holder.
Understand the value of each place.
Know how to read numbers.

Content Domain (Limits)

1. Numbers are limited to five digits.
2. Numbers are limited to two places to the right of the decimal.
3. Place value does include total and face value.

OBJECTIVE

Add a column of numbers where regrouping is required.

Skill

Use basic facts in counting.
Use the knowledge of place value to regroup.
Use an additional algorithm to record sums.

Content Domain (Limits)

1. The maximum number of addends is five.

2. The maximum number of digits per addend is four.

3. The quantity of digits may and should vary, i.e., not all addends should have four digits.

4. The number of addends used should vary.

OBJECTIVE

Perform subtraction using whole numbers with regrouping.

Skill

Understand the meaning of subtraction.
Use the subtraction facts.
Use the knowledge of place value to regroup.
Use a subtraction algorithm to record differences.

Content Domain (Limits)

1. Subtraction should be in columnar fashion.

2. "Signs" indicating operations should be used rather than words.

3. The limit of digits is four.

OBJECTIVE

Multiply a whole number less than 1000 by a whole number less than 100 where regrouping is necessary.

Skill

Understand the concept of multiplication.
Use multiplication facts.
Use the knowledge of place value to regroup.
Use a multiplication algorithm to record products.

Content Domain (Limits)

1. Multiplicands should be less than 1000.

2. Multipliers should be less than 100.

3. Multiplication items must use the columnar format.

4. "Signs" indicating the designated operation should be used rather than words.

OBJECTIVE

Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money.

Skill

Identify the question.
Decide on a plan for solution.
Use addition and/or subtraction skills.
Use knowledge of decimals to add or subtract money.

Content Domain (Limits)

1. Item stems should utilize vocabulary and situations acknowledged to be at the fourth grade level.

2. Numbers must be less than 1000 and written in numerical form.

3. Extraneous or non-essential numerical data should not be used in item stems.

OBJECTIVE

Solve word problems involving multiplication and division of whole numbers.

Skill

Identify the question.
Decide on a plan for solution.
Use multiplication and division skills.

Content Domain (Limits)

1. Problems should be limited to one operation/problem.

2. No extraneous or non-essential numerical data can be presented in item stems.

3. Items should utilize vocabulary and situations acknowledged to be at the fourth grade level.

4. No zeros may be used in the dividend of a problem.

5. Divisors are limited to one digit.

6. The maximum number of digits in the dividend is three.

7. Factors must contain fewer than three digits.

8. There should be equal balance between multiplication and division problems.

9. No money problems (decimals) may be used.

OBJECTIVE

Select the unit of measurement needed to determine weight/mass, liquid volume, length, temperature, time.

Skill

Identify appropriate units of measure.

Content Domain (Limits)

1. Both metric and customary units should be used.

2. Some picture stimuli should be employed.

3. Units are limited to:

Metric		Customary		
meters (kilo and centi)	inches	F^{o}	ounces	minutes
liters	feet		pounds	hours
grams (kilo)	yards	pint	seconds	days
	mile	quart		month
		gallon		year

OBJECTIVE

Read and interpret mathematical information displayed on graphs.

Skill

Interpret data, relations, and graphs.

Content Domain (Limits)

1. Graphs are limited to bar, line, or picture.

2. One of each type of graph must be used.

3. Graphs should display no more than eight "sets" of data.

4. Each representation should be only one object, i.e., no pictographs.

5. Bars and lines should end at numerically designated points, i.e., no approximation should be required.

OBJECTIVE

Find a quotient with or without remainders.

Skill

Understand the concept of division.
Use multiplication and subtraction facts.
Understand the meaning of remainders.
Use a division algorithm to record quotients.

Content Domain (Limits)

1. Division problems should use the symbol "$\overline{)}$," not "÷."
2. Remainders should be expressed as "-r-" and not as fractions.
3. Dividends are limited to no more than four digits.
4. Divisors are limited to one digit.
5. No one-digit dividends may be used.
6. Zeros should not be included in both the tens and hundreds places in the dividend.
7. Remainders must be smaller than the divisor.

OBJECTIVE

Use pictorial models to identify equivalent fractional parts of objects or sets of objects.

Skill

Understand the concept of fractional parts.
Recognize equivalent fractional parts.

Content Domain (Limits)

1. Equivalent models are limited to halves, thirds, fourths, fifths, sixths, eighths, tenths.
2. Equivalent models may have the same general shape.

OBJECTIVE

Arrange a group of whole numbers from largest to smallest or from smallest to largest.

Skill

Use a number line to locate points which represent numbers.

Content Domain (Limits)

1. The skill is not visual discrimination; therefore, numbers should not be transpositions.

2. No more than one zero may be used as a digit in any one number in the series.

3. Set of numbers to be sequenced should be greater than two and fewer than five.

4. A maximum of four digits may be used in any one number.

GRADE 5

READING

Objective Specifications

Reading Selections

Reading selections should be chosen which students at the third grade level can read independently. This level of difficulty is determined by the judgment of curriculum experts using readability formulas (generally targeted at about the mid-third grade readability level), experience with other tests, and contents of textbooks in current use.

OBJECTIVE

Identify the main idea.

Skill

After reading a passage, the student will determine the main idea.

Content Domain (Limits)

1. Main idea shall be chosen from selections of varying length.
2. Selections shall be both narrative and non-narrative in nature.

OBJECTIVE

Recall specific facts and details.

Skill

After reading a passage, the student will identify specific facts and details stated in the selection.

Content Domain (Limits)

1. The details to be tested shall be stated explicitly within the selection. Recall of insignificant facts shall not be included in the items.
2. Inferences, outcomes, and conclusions will not be measured.

OBJECTIVE

Arrange a list of events in sequential order.

Skill

After reading a selection, the student will determine the sequence of events in the selection.

Content Domain (Limits)

All selections must include sequential events.

OBJECTIVE

Distinguish between fact and non-fact (opinion).

Skill

The student shall distinguish a statement that is an opinion from a list of statements of facts.

Content Domain (Limits)

1. All statements of opinion must be made obvious by using such words as "think," "feel," "believe."

2. All items will test "opinion."

OBJECTIVE

Draw logical conclusions.

Skill

After reading a selection, the student will draw a logical conclusion to the selection.

Content Domain (Limits)

In all items, the conclusion must be an implied one.

OBJECTIVE

Predict probable future actions or outcomes.

Skill

After reading a selection, the student will predict probable future actions or outcomes.

Content Domain (Limits)

All selections must be of the type from which predictions of future actions or outcomes may be made.

OBJECTIVE

Use context to understand the meaning of words.

Skill

Given a sentence, the student will use the context of the sentence to determine the meaning of a particular word in that sentence.

Content Domain (Limits)

Items will not be tied to reading passages.

OBJECTIVE

Use an index to locate information.

Skill

Given an index from a book, the student shall demonstrate knowledge of the use of an index.

Content Domain (Limits)

Given a prototype of an index page from a book, the student will indicate the page on which given information can be found.

OBJECTIVE

Use maps and charts, graphs and schedules to get information.

Skill

The student shall use sources such as maps, charts, graphs, and schedules to obtain specific information.

Content Domain (Limits)

1. Given a simulation of a city map that has a North-South indicator, the student will select from a list of four streets the name of a street first reached by proceeding from Point A in a given direction.

2. Given a reproduction of a map that includes a legend for things such as airports, rivers, railroads, schools, city park, etc., the student will be able to indicate the name of the street (from a list of four) on which a given symbol is located.

3. Given a chart, such as height/weight, the student will be able to identify from a list of four, the correct answer to a given question about the chart.

OBJECTIVE

Follow a set of written directions.

Skill

Given a set of written directions, the student will perform the specified tasks.

Content Domain (Limits)

Given a set of directions, not to exceed four steps, the student will select from several figures or responses the one that results from following that set of directions.

OBJECTIVE

Explain and relate to the feelings and emotions of characters.

Skill

After reading a selection, the student will describe the feelings and emotions of characters in the selection.

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GRADE 5

WRITING

Objective Specifications

OBJECTIVE

Demonstrate the correct spelling of commonly used words.

Skill

The student will select the correct spelling of a word within the context of a sentence.

Content Domain (Limits)

Spelling words shall be selected from the most commonly used words on standard word lists, e.g., Dolch Basic Sight Vocabulary list.

OBJECTIVE

Use legible handwriting for effective communication.

Skill

The student will use legible handwriting.

Content Domain (Limits)

1. The prime concern is ease of reading.

2. Specific criteria involved in handwriting instruction (i.e., slant, uniformity, or consistency of letter formation) shall not be considered unless they interfere with the ease of reading.

3. Either cursive or manuscript handwriting is acceptable.

OBJECTIVE

Demonstrate a knowledge of standard punctuation.

Skill

The student will select correct punctuation within the context of a sentence or written passage.

Content Domain (Limits)

1. Sentences will not be above 3.5 readability level.

2. Only the following types of punctuation shall be included:

   . period at the end of a sentence
   . question mark at the end of a question

- comma between day and year, city and state, and words in a series
- apostrophe in contractions made with "not" or "will"

OBJECTIVE

Demonstrate knowledge of standard uses of capitalization.

Skill

The student will select words capitalized correctly within the context of a sentence or written passage.

Content Domain (Limits)

1. Sentences will not be above 3.5 readability level.

2. Only the following types of capitalization will be included.

   - first word in a sentence
   - pronoun "I"
   - names of persons
   - days of the week
   - months of the year

OBJECTIVE

Demonstrate knowledge of correct English usage.

Skill

The student will select a sentence or portion of a written passage that employs the most acceptable form of standard usage.

Content Domain (Limits)

1. Sentences will not be above 3.5 readability level.

2. Only the following areas of word usage will be included:

   - correct subject-verb agreement among items containing neither compound elements nor phrases placed between the subject and its verb

   - correct form for all regular verbs, commonly used irregular verbs, and the verb "to be"

   - correct form of "a" and "an"

OBJECTIVE

Demonstrate the ability to control sentence structure.

Skill

The student will identify a complete sentence.

Content Domain (Limits)

1. Statements will not be above 3.5 readability level.

2. The student will select the complete sentence from among four statements in which the other three are not complete sentences.

OBJECTIVE

Organize ideas in writing.

Skill

The student will produce a piece of writing that organizes ideas in a logical order in response to the requirements of the writing stimulus.

Content Domain (Limits)

The nature of the writing stimulus will be appropriate to the interests and experiences of fifth grade students. The stimulus will clearly imply the purpose and audience for the writing and provide sufficient visual and/or verbal cues to focus the student's attention to the demands of the task.

OBJECTIVE

Respond appropriately to purpose and audience in a given writing situation.

Skill

The student will produce an effective piece of writing in response to a stimulus that contains the purpose for the writing and the nature of the audience.

Content Domain (Limits)

The nature of the writing stimulus will be appropriate to the interests and experiences of fifth grade students. The stimulus will clearly imply the purpose and audience for the writing and provide sufficient visual and/or verbal cues to focus the student's attention to the demands of the task.

OBJECTIVE

Demonstrate the ability to complete commonly used forms.

Skill

The student will complete a commonly used form or recognize on a completed form those items that are correct or incorrect.

Content Domain (Limits)

Example: A library card form will be provided upon which the student is asked to print the following information or answer questions based upon the information:

- name--first, middle, last
- address
- city
- grade

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EXIT LEVEL

- **Mathematics**
- **Reading**
- **Writing**

EXIT LEVEL

MATHEMATICS

Objective Specifications

OBJECTIVE

Add and subtract whole numbers where regrouping is required.

Skill

Understand the meaning of addition and subtraction.
Use the basic addition and subtraction facts.
Use the knowledge of place value to regroup.
Use an addition algorithm to record sums.
Use a subtraction algorithm to record differences.

Content Domain (Limits)

1. Problems should contain equal balance between addition and subtraction.
2. The number of addends must be five.
3. The maximum number of digits per addend is four.
4. The quantity of digits per addend should vary.
5. Each minuend should contain four digits.
6. Subtraction problems must be columnar fashion.
7. Addition problems should be presented in both horizontal and columnar fashion.
8. Distractors should contain errors in regrouping.
9. Use signs (+ or -) rather than subtract, add, or find the sum or difference.

OBJECTIVE

Multiply and divide whole numbers.

Skill

Understand the concept of multiplication and division.
Use multiplication and subtraction facts.
Use the knowledge of place value to regroup.
Use a multiplication algorithm to record products.
Use a division algorithm to record quotients.

Content Domain (Limits)

1. Multiplication:

   - Multiplicands should contain three digits.
   - Multipliers should contain two digits.
   - No more than one zero digit may be used in either the multiplicand or multiplier.
   - Multiplication should be in columnar fashion.
   - The operation should be indicated by the sign "x" and not "·," "*," or words such as "find the product."
   - Distractors and correct answers should be displayed in ascending order.
   - No digit may be repeated more than twice in any one number.

2. Division:

   - Dividends should be limited to four digits.
   - Divisors should be limited to three digits.
   - There should be a maximum of two non-zero digits in the divisor.
   - Problems should be developed with and without remainders.
   - Operation should be noted "$)\overline{\quad}$" and not "$\div$" nor with words.

OBJECTIVE

Solve problems using the basic operations.

Skill

Identify the question.
Decide on a plan for solution.
Use addition, subtraction, multiplication, and division skills.

Content Domain (Limits)

1. Problems require use of at least two operations.
2. Whole numbers are limited to no more than three digits.
3. Reading selections should not exceed eighth grade in difficulty.
4. Distractors and answers should be listed in ascending order when possible.

5. Distractors should be developed based on common mistakes.

6. Division problems should not require remainders.

7. Numbers should be written in numerical form.

OBJECTIVE

Add, subtract, and multiply fractions and mixed numbers.

Skill

Understand the concept of addition, subtraction, and multiplication of fractions and mixed numbers.
Use the knowledge of fractional equivalence to change fractions to fractions having a common denominator, when adding or subtracting.

Content Domain (Limits)

1. Non-fractional parts of mixed numbers are limited to one digit.

2. Addition or subtraction problems should have common denominators less than 25.

3. No problem should have denominators larger than 25.

4. Problems should use signs (+, -, x) and not words to indicate operations to be performed.

5. Maximum amount of numbers in a given problem is limited to two.

6. Correct answers should be reduced to simplest terms.

7. Answers greater than one should be expressed as mixed numbers.

OBJECTIVE

Add or subtract, multiply, and divide decimal fractions.

Skill

Understand the concepts of addition, subtraction, multiplication, and division of decimal fractions.
Use whole number addition, subtraction, multiplication, and division skills.
Understand decimal placement in the sum, difference, product, or quotient.

Content Domain (Limits)

1. Maximum number of digits in any one number is limited to five.

2. Problems should be displayed in both horizontal and vertical fashion.

3. Divisors are limited to two digits.

4. Problems should be constructed with and without regrouping.

5. Addition problems are limited to three addends.

OBJECTIVE

Solve problems involving income, banking, cost comparisons, and taxes.

Skill

Identify the question.
Decide on a plan for solution.
Use the basic operations of addition, subtraction, multiplication, and division in problem solving.

Content Domain (Limits)

1. Problems should relate to: (a) banking, (b) personal records, (c) cost comparisons, and (d) taxes.

2. Banking and personal finances problems are limited to amounts less than $1001.

3. Cost comparisons will determine the best buy using three or four similar items measured in the same units.

4. Taxation problems should involve computation of sales tax and/or total cost.

5. Taxation problems should involve amounts less than $5001.

6. Personal finance problems will be either:

   (a) net income computed from total units of regular or overtime worked, regular or overtime pay rates, deductions

   (b) budgets computed from specified income and percentage of income spent for certain categories of expense

7. Personal finances using percentages should be whole percents.

OBJECTIVE

Determine total dollar amounts and/or correct change from a specified amount.

Skill

Recognize various monetary amounts and use addition and subtraction in problem solving dealing with money.

Content Domain (Limits)

1. Limit total amount of bills or coins to no more than $5.00.

2. In problems in which change is to be given, the number of items to be accumulated should be between three and five.

3. Coins should be illustrated with "word" or "tail" side up.

OBJECTIVE

Use the basic operations to solve problems involving measures.

Skill

Identify the question.
Decide on a plan for solution.
Use the basic operations of addition, subtraction, multiplication, and division in problem solving dealing with various units of measurement.

Content Domain (Limits)

1. Problems should use both customary and metric units limited to:

   Customary--linear, volume, weight, time, temperature
   Metric--linear, volume, mass, temperature

2. If conversion to equivalent measures is required, a statement of equivalence will be given, e.g.,

   1 minute
   + 15 seconds (60 seconds--1 minute)

3. No conversion between metric and customary is permitted.

4. Problems should specify the units to be used in the answer.

OBJECTIVE

Solve problems involving ratios, proportions, and percents.

Skill

Identify the question.
Decide on a plan for solution.
Use multiplication to solve problems dealing with ratio, proportion, and percent concepts.

Content Domain (Limits)

1. Problems using proportions should require that three of the components are given (i.e., $\frac{x_1}{x_2} = \frac{?}{y_2}$).

2. Percents should be whole percents, not fractional parts of a percent (i.e., not 12 1/2% or 12.5%).

3. Ratios should be expressed as: A : B, A to B, or $\frac{A}{B}$.

OBJECTIVE

Use maps to determine approximate distances or locations.

Skill

Use map reading skills to estimate distances or locations.

Content Domain (Limits)

1. Approximate distance problems should use a scale.

2. Locations should be determined by either giving or asking for coordinates.

OBJECTIVE

Read and interpret mathematical information from a chart or graph.

Skill

Use map- or chart-reading skills to obtain information.

Content Domain (Limits)

1. Graphs should include only bar, line, circle, or pictograph.

2. Charts include both charts and tables.

EXIT LEVEL

READING

Objective Specifications

Reading Selections

Reading selections should be chosen which students at the exit level can read independently. This level of difficulty is determined by the judgment of curriculum experts using readability formulas (generally targeted at about the eighth grade readability level), experience with other tests, and contents of textbooks in current use.

OBJECTIVE

Identify the main idea.

Skill

After reading a passage, the student will determine the main idea.

Content Domain (Limits)

1. Selections shall be both narrative and non-narrative in nature.

2. The main idea shall be stated or implied.

OBJECTIVE

Arrange a list of events in sequence.

Skill

After reading a selection, the student will determine the sequence of events.

Content Domain (Limits)

All selections must include sequential events.

OBJECTIVE

Perceive cause-and-effect relationship.

Skill

After reading a selection, the student will identify correctly a cause-and-effect relationship.

Content Domain (Limits)

All selections shall deal with cause-and-effect.

OBJECTIVE

Evaluate and make judgments on the basis of information given.

Skill

After reading a selection, the student will make an evaluation or judgment based on the information given.

Content Domain (Limits)

All selections shall be of the type from which evaluations and judgments may be made.

OBJECTIVE

Distinguish between fact and non-fact.

Skill

Given a selection that contains factual and non-factual sentences or phrases, the student will distinguish between the two.

Content Domain (Limits)

All items shall be tied to reading passages.

OBJECTIVE

Make inferences and draw logical conclusions.

Skill

Given a reading selection, the student will identify the correct inference, conclusion, or analogy.

Content Domain (Limits)

In all items, the conclusion must be an implied one.

OBJECTIVE

Arrive at a generalization from a given series of details and/or assumptions.

Skill

After reading a selection that contains a series of details and/or assumptions, the student will identify the correct generalization.

Content Domain (Limits)

Parts of books that may be included are: title page, table of contents, preface, index.

OBJECTIVE

Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper).

Skill

Given various sources of information and a specific topic, the student will demonstrate knowledge of the uses of those sources of information.

Content Domain (Limits)

Sources of information that may be included are: dictionary, telephone book, encyclopedia, newspaper.

OBJECTIVE

Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules).

Skill

The student shall use graphic sources to obtain specific information.

Content Domain

1. Graphic sources may include: tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules.

2. Information may be stated directly or inferred from the graphic source.

EXIT LEVEL

WRITING

Objective Specifications

OBJECTIVE

Demonstrate the correct spelling of commonly used words.

Skill

The student will select the correct spelling of words appearing on a list of words used frequently in written expression by adults.

Content Domain (Limits)

Spelling words shall be selected from a list of words used frequently in written expression by adults.

OBJECTIVE

Use legible handwriting for effective communication.

Skill

The student will use legible handwriting.

Content Domain (Limits)

1. The prime concern is ease of reading.

2. Specific criteria involved in handwriting instruction (i.e., slant, uniformity, or consistency of letter formation) shall not be considered unless they interfere with the ease of reading.

3. Either cursive or manuscript handwriting is acceptable.

OBJECTIVE

Demonstrate a knowledge of standard punctuation.

Skill

The student will select correct punctuation within the context of a sentence or written passage.

Content Domain (Limits)

Only the following types of punctuation shall be included:

- period at the end of statements and after abbreviations
- question mark at the end of a question
- comma between day and year, city and state, items in a series; in the salutation of a friendly letter and in closing of a letter; setting off a noun of direct address

- apostrophe in contractions
- avoidance of unnecessary commas

OBJECTIVE

Demonstrate knowledge of standard uses of capitalization.

Skill

The student will select words capitalized correctly within the context of a sentence or written passage.

Content Domain (Limits)

Only the following types of capitalization will be included:

- first word of a sentence
- pronoun "I"
- names of persons
- cities
- titles of persons
- states
- countries
- nationalities and languages
- days of the week
- months of the year
- holidays
- appropriate parts of a letter
- avoidance of unnecessary capitalization

OBJECTIVE

Demonstrate knowledge of correct English usage.

Skill

The student will select a sentence or portion of a written passage that employs the most acceptable form of standard usage.

Content Domain (Limits)

Only the following areas of word usage will be included:

- correct subject-verb agreement in person and number in which only minimal interruption occurs between subject and verb
- correct standard forms of regular and irregular verbs
- correct nominative forms as subjects
- avoidance of double negatives

OBJECTIVE

Demonstrate the ability to control sentence structure

Skill

The student will distinguish fragments and run-ons from complete sentences and demonstrate the ability to combine simple sentences and/or form coordinate or subordinate elements.

Content Domain (Limits)

1. The student will select the complete sentence from among four statements in which the other three are fragments or run-ons.

2. The student will select the correct combination of simple sentences and/or form coordinate or subordinate elements.

OBJECTIVE

Organize ideas in writing.

Skill

The student will arrange sentences into a recognizable pattern, select and arrange information to make a point, and eliminate irrelevant material.

Content Domain (Limits)

The nature of the writing stimulus will be appropriate to the interests and experiences of exit level students. The stimulus will clearly state the purpose and audience for the writing and provide sufficient verbal cues to focus the student's attention to the demands of the task.

OBJECTIVE

Respond appropriately to purpose and audience in a given writing situation.

Skill

The student will communicate effectively to a specific purpose and audience, including:

- all information or details necessary to make the writer's point clear to the reader
- the appropriate words and sentence structure that communicate clearly
- major and minor points presented so that the writer's order and purpose are clear to the reader
- the conventions of mechanics and usage appropriate to the writer's purpose and audience
- a tone, through arrangements and word choices, that promotes the purpose of communication

Content Domain (Limits)

The nature of the writing stimulus will be appropriate to the interests and experiences of exit level students. The stimulus will clearly state the purpose and audience for the writing and provide sufficient verbal cues to focus the student's attention to the demands of the task.

OBJECTIVE

Demonstrate the ability to complete commonly used forms.

Skill

The student will complete a commonly used form or recognize on a completed form those items that are correct or incorrect.

Content Domain (Limits)

1. Example: The student will complete an application form such as a driver's license application or a job application.

2. Emphasis should be given to the need for clarity and accuracy in completing the form.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.